

Second Grade Alignment of USOE English Language Arts Core to Common Core

There are two comparisons in this document. One compares the Common Core to the Utah Core, and the other compares the Utah Core to the Common Core. This provides a search function for each way of comparing.

Abbreviations Used

UC	Utah Core
Std	Standard
Obj	Objective
Ind	Indicator

Example

562a = 5th Grade, Standard 6, Objective 2, Indicator a = Use multiple resources to determine the meanings of unknown words (e.g., dictionaries, glossaries, beginning thesauruses).

CC	Common Core
RL	Reading Standards for Literature
RI	Reading Standards for Informational Text
RF	Reading Standards: Foundational Skills
W	Writing Standards
SL	Speaking and Listening
L	Language Standards

RH Reading Standards for Literacy in History/Social Studies 6-12

RST Reading Standards for Literacy in Science and Technical Subjects 6-12

WHST Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12

Example

3W3c = Third Grade, Writing Strand, Standard 3, c = Use temporal words and phrases to signal event order.

Introduction

The Common Core still focuses on the foundational skills of decoding, fluency, vocabulary, and comprehension with an increased emphasis on writing.

The Common Core is organized under four strands: Reading, Writing, Speaking and Listening, and Language. The Utah Core and the Common Core share many of the same standards; however, the Common Core for Second Grade enhances the ability to integrate all content areas.

Second Grade core skills are basically the same, although some have been shifted to different grades. Teachers can maintain materials, and instructional routines while incorporating themed lessons, and units to develop range and complexity in writing and reading.

Below are additional emphases in the Common Core :

- Production of three types of writing: argumentation (persuasive), informational/explanatory, and narrative
- Increased exposure to informational text structures
- Increased range and complexity of text
- Greater emphasis of digital technology
- Provide opportunities for shared learning
- Shift to performance based evaluation

Utah Core to Common Core English Language Arts Alignment							SECOND GRADE
Utah Core		Common Core					
		Location(s) in Common Core	Complete Match	Strong Partial Match	Weak Partial Match	No Match	Notes
Std 1	Oral Language						
Obj 1	Develop Language through listening and speaking.						
	a. Identify specific purpose(s) for listening (e.g., to gain information, to be entertained).					X	
	b. Listen and demonstrate understanding by responding appropriately (e.g., follow multiple-step directions, restate, clarify, question, summarize).	2SL6 2L6 2SL1a	x		X x		
	c. Speak clearly and audibly with expression in communicating ideas.	2SL4 2RL6			X x		
	d. Speak in complete sentences with appropriate subject-verb agreement.	2SL4 2SL6		X	X		
Obj 2	Develop language through viewing media and presenting.						
	a. Identify specific purpose(s) for viewing media (i.e., identify main idea and details, gain information, distinguish between fiction/nonfiction).	2SL2			x		
	b. Use a variety of formats (e.g., drama, sharing of books and personal writings, choral readings, informational reports, retelling experiences, and stories in sequence) in presenting with various forms of media (e.g., pictures, posters, charts, ads, newspapers).	2SL5 2RL7			X x		
Std 2	Concepts of Print						
Obj 1	Demonstrate an understanding that print carries “the” message.					x	Not in new core
Obj 2	Demonstrate knowledge of elements of print within a text.	kRF1	x				
Std 3	Standard 3 Phonological and Phonemic Awareness						
Obj 1	Demonstrate phonological awareness.	1RF2	x				
Obj 2	Recognize like and unlike word parts (oddity tasks).					x	
Obj 3	Orally blend word parts (blending).	KRF2,1RF2b	x				
Obj 4	Orally segment words into word parts (segmenting).	1RF2b,d		X			
Obj 5	Orally manipulate phonemes in words and syllables (manipulation)	KRF2b,e 1RF2c,d	X x				

Std 4	Standard 4 Phonics and Spelling						
Obj 1	Demonstrate an understanding of the relationship between letters and sounds.					x	
	a. Identify and pronounce all vowel diphthongs (e.g., oi, oy, aw, au) and consonant digraphs (e.g., ch, sh, th, wh) accurately in words.	2RF3b 1RF3a		x	x		Digraphs
	b. Identify and pronounce sounds for short and long vowels, using patterns (e.g., cvc, cvvc, cvcv, cvc-silent e), and vowel digraphs (e.g., ea, ee, ie, oa, ai, ay, oo, ow) accurately in two- syllable words.	KRF3b 1RF3c,e 2RF3a,c		X x	x		Only vowels
	c. Identify and pronounce r-controlled vowel patterns in words (e.g., ar, or, er).					x	
	d. Identify and blend letter sounds to pronounce words.					x	
Obj 2	Use knowledge of structural analysis to decode words.						
	a. Identify and read grade level contractions and compound words.	2-L2c			x		Previously had to identify, not use
	b. Identify sound patterns and apply knowledge to decode words (e.g., blends, digraphs, vowel patterns, r-controlled vowels).	1RF3a,e	x				
	c. Demonstrate an understanding of representing same sound with different patterns by decoding these patterns accurately in isolation and in text (e.g., ee, ea, ei, e).	1RF3c			x		Only mentions final e
	d. Use knowledge of root words and prefixes (e.g., re, un, mis) and suffixes (e.g., s, es, ed, ing, est, ly) to decode words.	2RF3d		X			Didn't mention root words
	e. Use letter and syllable patterns to pronounce multisyllabic words.	4RF3a 5RF3a		X X			
Obj 3	Spell words correctly.					x	
	a. Use knowledge of word families, patterns, and common letter combinations to spell new words.					x	Says use to decode, recognize and read, not spell
	b. Spell words with short and long vowel sounds, r-controlled words, words with consonant blends, consonant and vowel digraphs.					x	
	c. Spell an increasing number of grade level high-frequency and irregular words correctly (e.g., believe, answer).					x	
	d. Learn the spellings of irregular and difficult words (e.g., because, animals, before, answer, weight).					X	
Obj 4	Use spelling strategies to achieve accuracy (e.g., prediction, visualization, association).					x	
	a. Use knowledge about spelling to predict the spelling of new words.	2L2d			x		
	b. Visualize words while writing.					x	

	c. Associate the spelling of new words with that of known words and word patterns.	2RF3e 2L2d			X		
	d. Use spelling generalities to assist spelling of new words (e.g., one vowel between two consonants, silent “e” on the end of a word, two vowels together).	1RF3c	X				
Std 5	Standard 5 Fluency						
Obj 1	Read aloud grade level text with appropriate speed and accuracy.	KRF4a,b			x		
	a. Read aloud grade level text at a rate of approximately 80 wpm.	2RF4b			X		No wpm or prosody
	b. Read aloud grade level text with an accuracy rate of 95-100%.	2RF4b			X		No % for accuracy
Obj 2	Read aloud grade level text effortlessly with clarity.					x	
	a. Read aloud grade level text in three- to four-word phrases using intonation, expression, and punctuation cues.					x	
	b. Read aloud with automaticity 200 second grade high-frequency/sight words.					x	
Std 6	Standard 6 Vocabulary						
Obj 1	Learn new words through listening and reading widely.						
	a. Use new vocabulary learned by listening, reading, and discussing a variety of genres.	2R14			x		
	b. Learn the meaning of a variety of grade level words (e.g., words from literature, social studies, science, math).	2R14		x			
Obj 2	Use multiple resources to learn new words by relating them to known words and/or concepts.						
	a. Use multiple resources to determine the meanings of unknown words (e.g., simple dictionaries, glossaries).					x	
	b. Relate unfamiliar words and concepts to prior knowledge to increase vocabulary (e.g., liquid: milk, water, punch).					x	
Obj 3	Use structural analysis and context clues to determine meanings of words.					x	
	a. Identify meanings of words using prefixes and suffixes (e.g., do/undo, write/rewrite, happy/happiness, help/helper/helpful).					X	
	b. Use context to determine meanings of unknown key words (e.g., The store clerk <u>glared</u> at the children as they looked at the toys.).					x	
	c. Use context to determine meanings of synonyms, antonyms, homonyms (e.g., sun/son), and multiple-meaning words (e.g., ring).					X	

Std 7	Standard 7 Comprehension					
Obj 1	Identify purposes of text.					
	a. Identify purpose for reading.	2RL8			x	
	b. Identify author's purpose.	2RL6	x			
Obj 2	Apply strategies to comprehend text.					
	a. Relate prior knowledge to make connections to text (e.g., text to text, text to self, text to world).	2W8			x	
	b. Ask questions about text read aloud and independently.	2RI1 2RL1			X x	
	c. Form mental pictures to aid understanding of text.					x
	d. Make and confirm predictions while reading using title, picture clues, text, and/or prior knowledge.					x
	e. Make inferences and draw conclusions from text.					x
	f. Identify topic/main idea from text; note details.	2RI2		X		
	g. Summarize important ideas/events; summarize supporting details in sequence.	2RI2		X		
	h. Monitor and clarify understanding, applying fix-up strategies while interacting with text.					x
	i. Compile information from text.	2RI7 2RI2			X X	USE INFORMATION TO DEMONSTRATE UNDERSTANDING AND IDENTIFY MAIN TOPIC
Obj 3	Recognize and use features of narrative and informational text.					
	a. Identify characters, setting, sequence of events, problem/ resolution.	2RL5		X		STORY STRUCTURE BEGINNING AND ENDING
	b. Identify different genres: fairy tales, poems, realistic fiction, fantasy, fables, folk tales.	2RL2			X	FABLES AND FOLKTALES
	c. Identify information from pictures, captions, diagrams, charts, graphs, and tables of contents.	2RI7			x	ONLY MENTIONS IMAGE
	d. Identify different structures in text (e.g., compare/contrast, cause/effect).	2RI9			X	
	e. Locate facts from a variety of informational texts (e.g., newspapers, magazines, books, other resources).	2RI10	X			

Std 8	Standard 8 Writing						
Obj 1	Prepare to write by gathering and organizing information and ideas (pre-writing).						
	a. Generate ideas for writing by reading, discussing literature and informational text, and reflecting on personal experiences.					X	
	b. Select topics from generated ideas.					X	
	c. Identify audience, purpose, and form for writing.					X	
	d. Use simple graphic organizers to organize information.					X	
Obj 2	Compose a written draft.						
	a. Draft ideas on paper in an organized manner utilizing words and sentences (e.g., beginning, middle, end; main idea; details).	2W3	x				
	b. Use voice in writing (e.g., express feelings, opinions).	2W3	x				
	c. Select appropriate words to convey meaning.	2W3	X				
Obj 3	Revise by elaborating and clarifying a written draft.						
	a. Revise draft to add details, strengthen word choice, and reorder content.	2W3 2W5	X	X			
	b. Enhance fluency by using complete sentences.					X	
	c. Revise writing, considering the suggestions of others.	2W6			X		
Obj 4	Edit written draft for conventions.						
	a. Edit writing for capitals in names, first word of a sentence, the pronoun "I", correct punctuation of sentence endings, greetings and closings of letters, dates, and contractions.	2W5 2L2b			X x		
	b. Edit for spelling of grade level-appropriate words.	2W5			x		
	c. Edit for standard grammar (e.g., subject-verb agreement).	2W5			x		
	d. Edit for appropriate formatting features (e.g., margins, indentations, titles).	2W5			X		
Obj 5	Use fluent and legible handwriting to communicate.						
	a. Write demonstrating mastery of all upper- and lower-case manuscript letters and numerals using proper form, proportions, and spacing.					X	
	b. Increase fluency in forming manuscript letters and numerals.					X	
	c. Produce legible documents with manuscript handwriting.					X	

Obj 6	Write in different forms and genres.						
	a. Produce personal writing (e.g., journals, friendly notes					X	DOES NOT ADDRESS PERSONAL WRITING

	and letters, personal experiences, family stories, literature responses).						
	b. Produce traditional and imaginative stories, narrative and formula poetry as an individual/ shared writing activity.	2W3			X		
	c. Produce informational text (e.g., ABC books, how-to books, observations).	2W2	x				
	d. Produce writing to persuade (e.g., express opinions).	2W1		x			Adding linking words is an addition
	e. Produce functional texts (e.g., lists, labels, signs).						
	f. Share writing with others using illustrations, graphs, and/or charts to add meaning.					X	DOESN'T MENTION SHARING
	g. Publish 4-6 individual products.					X	DOESN'T SPECIFY AMOUNT

Common Core to Utah English Language Arts Core Alignment							SECOND GRADE
Common Core		Utah Core					
		Location(s) in Utah Core	Complete Match	Strong Partial Match	Weak Partial Match	No Match	Notes
Reading Standards: Literature K-5							
Key Ideas and Details							
RL1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from text.						
2RL1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	272b			x		Old core asked for questioning, but not specific types
RL2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.						
2RL2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	273b			x		Old Core only asked to identify genres
RL3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.						
2RL3	Describe how characters in a story respond to major events and challenges.	273a			x		Old core only asked to identify characters
Craft and Structure							
RL4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.						
2RL4	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	K31b			x		Repeat rhyming words
RL5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and to the whole.						
2RL5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	272g			x		Addressed in writing section 282a Only talks about summarizing
RL6	Assess how point of view or purpose shapes the content and style of text.						
2RL6	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	252a			X		Only talks about oral expression and speaking Fluency section speaks about phrasing and prosody

Integration of Knowledge and Ideas

RL7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.						
2RL7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	221 273a 273c			X X x		Illustrations and digital not mentioned
RL8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.						
2RL8	(Not applicable to literature)						
RL9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.						
2RL9	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	273d			X		Two or more versions not mentioned
Range of Reading and Level of Text Complexity							
RL10	Read and comprehend complex literary and informational texts independently and proficiently.						
2RL10	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.				X		

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Common Core		Utah Core					
		Location(s) in Utah Core	Complete Match	Strong Partial Match	Weak Partial Match	No Match	Notes
Reading Standards: Informational Text K-5							
Key Ideas and Details							
RI1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from text.						
2RI1	Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.	272b 272g			X x		
RI2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.						
2RI2	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	272f		x			
RI3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.						
2RI3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	272a			x		
Craft and Structure							
RI4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.						
2RI4	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	261b 261a	X x				
RI5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and to the whole.						
2RI5	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	273c	x				
RI6	Assess how point of view or purpose shapes the content and style of text.						
2RI6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	271a,b	X				

Integration of Knowledge and Ideas							
RI7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.						

2RI7	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	273b			x		
RI8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.						
2RI8	Describe how reasons support specific points the author makes in a text.	271a,b			x		
RI9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.						
2RI9	Compare and contrast the most important points presented by two texts on the same topic.	273d		x			
Range of Reading and Level of Text Complexity							
RI10	Read and comprehend complex literary and informational texts independently and proficiently.						
2RI10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.				x		Refer to 251a,b in fluency

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Common Core		Utah Core					
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Reading Standards: Foundational Skills							
2RF1	Print Concepts - Demonstrate understanding of the organization and basic features of print.						
	None in 2 nd Grade.	222				x	
2RF2	Phonological Awareness - Demonstrate understanding of spoken words, syllables, and sounds (phonemes).						
	None in 2 nd Grade.	231	x				
2RF3	Phonics and Word Recognition - Know and apply grade-level phonics and word analysis skills in decoding words.						
2RFa	Distinguish long and short vowels when reading regularly spelled one-syllable words.	135b			x		Short vowels
2RFb	Know spelling-sound correspondences for additional common vowel teams.	242c		x			Vowel patterns are ee, ea, ei, and e
2RFc	Decode regularly spelled two-syllable words with long vowels.	241b	x				Mentions specific vowel teams
2RFd	Decode words with common prefixes and suffixes.	242d	x				
2RFe	Identify words with inconsistent but common spelling-sound correspondences.	243c,d		x			
2RFf	Recognize and read grade-appropriate irregularly spelled words.	243c	x				
2RF4	Fluency – Read with sufficient accuracy and fluency to support comprehension.						
2RFa	Read on-level text with purpose and understanding.	271a			x		
2RFb	Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	2,51a,b,c			x		
2RFc	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	272h	X				

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Common Core		Utah Core					
		Location(s) in Utah Core	Complete Match	Strong Partial Match	Weak Partial Match	No Match	Notes
Writing Standards							
Text Types and Purposes							
W1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.						
2W1	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.	286d	x				Linking words is an addition
W2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.						
2W2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	272i 286c		x	x		Writing not mentioned
W3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.						
2W3	Write narratives in which they recount a well elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	286a 282a,c		x	x		
Production and Distribution of Writing							
W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.						
2W4	(Begins in grade 3)						
W5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.						
2W5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	284a,b,c,d 283a,b,c		x	x		
W6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.						
2W6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.					x	No technology

Research to Build and Present Knowledge
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W7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.						
2W7	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).	281a			x		
W8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.						
2W8	Recall information from experiences or gather information from provided sources to answer a question.	272a			X		
W9	Draw evidence from literary or informational texts to support analysis, reflection, and research.						
2W9	(Begins in grade 4)						
Range of Writing							
W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.						
2W10	(Begins in grade 3)						

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Common Core		Utah Core					
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Speaking and Listening Standards							
Comprehension and Collaboration							
SL1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.						
2SL1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.					x	
2SL1a	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).	211b			x		Old core respond appropriately. More specific to following directions, restate, clarify, question, summarize
2SL1b	Build on others' talk in conversations by linking their comments to the remarks of others.					x	
2SL1c	Ask for clarification and further explanation as needed about the topics and texts under discussion.	272h		x			Old Core talked about fix-up strategies
SL2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.						
2SL2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	212a 272i			X x		Old core addressed purposes for viewing media. Only addressed compiling info.
SL3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.						
2SL3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.					X	Very general about asking questions read aloud

Presentation of Knowledge and Ideas							
SL4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.						
2SL4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	211c,d			x		Old core only addresses speaking with expression and subject-verb agreement
SL5	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.						
2SL5	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.					x	More emphasis on presenting and no audio mentioned
SL6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.						
2SL6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on pages 26 and 27 for specific expectations.)	211,c,d	x				

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Common Core		Utah Core					
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Language Standards							
Conventions of Standard English							
L1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.						
2L1a	Use collective nouns (e.g., <i>group</i>).					x	
2L1b	Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).					x	
2L1c	Use reflexive pronouns (e.g., <i>myself, ourselves</i>).					x	
2L1d	Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).					x	
2L1e	Use adjectives and adverbs, and choose between them depending on what is to be modified.					x	
2L1f	Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).					x	
L2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.						
2L2a	Capitalize holidays, product names, and geographic names.	284a			x		Not specific on what should be capitalized
2L2b	Use commas in greetings and closings of letters.	284a			x		
2L2c	Use an apostrophe to form contractions and frequently occurring possessives.	242a			x		Identify, not form
2L2d	Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i> ; <i>boy</i> → <i>boil</i>).	244a,b 242c			X x		
2L2e	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.					x	Refer to 262a
Knowledge of Language							
L3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.						
2L3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.					x	Comprehensive of all old standards
2L3a	Compare formal and informal uses of English.					x	

Vocabulary Acquisition and Use							
L4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.						
2L4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i> , choosing flexibly from an array of strategies.	263b,c		x			More specific to synonyms, antonyms, homonyms
2L4a	Use sentence-level context as a clue to the meaning of a word or phrase.	263b	x				
2L4b	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i>).	242d 263a	x				
2L4c	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i>).	242d	x				Mentions suffixes and prefixed
2L4d	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark</i>).	242a			x		Old core only asked to identify and read contractions and compound words
2L4e	Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	262a		x			Lacks digital
L5	Demonstrate understanding of word relationships and nuances in word meanings.						
2L5	Demonstrate understanding of word relationships and nuances in word meanings.	261b 262b			X x		
2L5a	Identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i>).	272a 262b			x		Text connections with prior knowledge
2L5b	Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>).	263c 263b			X x		Use connect with synonyms
L6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.						
2L6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).	211b			x		Doesn't mention adverbs and adjectives